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## NEW BOOKS.

**In the Footprints of Napoleon.** By JAMES MORGAN. New York: The Macmillan Company. Pp. 524. \$2.50.

Before writing this story of the life of Napoleon Mr. Morgan started at his birthplace on the island of Corsica and traveled over the path of his career until his downfall and death. This made a journey of nearly twenty thousand miles. As a result we have a story of very great interest, giving us a more accurate concept of the real character of the man and a better understanding of the affairs in which he played such a prominent part. No matter what we have already read of Napoleon's life we will find new interest and profit in reading this.

**The Evidence in the Case.** By JAMES M. BECK with an Introduction by JOSEPH H. CHOATE. New York: G. P. Putnam's Sons. Pp. 275. \$1.00 net.

Mr. Beck has given in this volume one of the clearest analyses which has as yet appeared of the causes of the war. His legal training has equipped him to take the official papers of all the warring countries and give us a judgment free from bias. After the war is over and its history comes to be written it will undoubtedly be found that this presentation of the case before the "Supreme Court of Civilization" will be correct. Thousands of readers will welcome this new and enlarged edition.

**Our Dooryard Friends.** By SARA V. PRUESSER. Chicago: The Platform. Pp. 204.

This is a very instructive series of sketches of a number of our common birds, and while they are common most people know little more about them than their names. Those who read it will find much of interest and will be more anxious to protect such good friends.

**Schools of To-morrow.** By JOHN DEWEY and EVELYN DEWEY. New York: E. P. Dutton and Company. Pp. 316. \$1.00 net.

In this day of so many educational theories and fads it is refreshing to find a book which, while it may be more radical than some would like, is conservative enough to point the way towards which our best educational theory and practice is tending.

Professor Dewey points out what he believes are the fundamental principles of elementary education and indicates what our changing social conditions require. He illustrates his points by some of the successful experiments that are being tried at a few centers. Just how far this theory can be carried in secondary and higher education and just how it will be worked out remains for the future to develop.